OTR BULLETIN

JUNE 1964

OFFICE OF TRAINING

DCC	4	REV DATE	8 DEC 1981	BY	029 725
ORIG COMP	—	OPI	31	TYPE	01
ORIG CLASS	5	PAGES	44	REV CLASS	C
JUST	22	NEXT REV	2011	AUTH:	HR 70-2

CONFIDENTIAL

Contents

CONFIDENTIAL

In this issue

25X1A

| CLOSE OF REGISTRATION | A considerable amount of preparation is necessary to arrange a course. This applies not only to enroll-ment, but also to those matters related directly to the instruction. For OTR courses it is necessary to set a close of registration date sufficiently ahead of time to allow for such preparations. The Admissions and Information Branch holds registration for Head-quarters courses open until the Tuesday before the Monday on which the course begins. We ask Train-ing Officers to initiate requests for training in time to be delivered to AIB before the close of business on that Tuesday. Exceptions can be made, of course; in these cases we ask the Training Officer to call first. For courses given away from Headquarters (Ops Fam and ███████████████, the additional preparation needed requires us to close registration two weeks before the course begins. | 25X1A |

| COUNTER-INTELLIGENCE COURSES | A reminder: Requests for enrollment (Form 73) in a CI Fam or a CI Ops course must be approved by the CI Staff. It is recommended that the Training Of-ficer send the application form to the CI Staff first, then through the DDP/TRO to AIB/RS. | |

25X1A

| MEDICAL REQUIREMENTS | ███████████ states: "Special evaluations for certain types of field training shall be made to determine an individual's fitness to withstand the rigors of certain courses. They shall be made not earlier than one month nor later than 15 days before the opening date of the course." Requests for medical evaluation are submitted to the Medical Staff on Form 259 for applicants for courses such as Ops Fam and Basic ███████████ | 25X1A |

| OTR DIRECTORY | The OTR Directory which was published in the May BULLETIN will be repeated in the next issue of the BULLETIN. | |

| GOING OVERSEAS? | For the information of our readers, particularly those who are scheduled for an overseas assignment, | |

we are quoting parts of █████████████████████   **25X1A**
23 October 1963, which pertain to pre-departure
processing;

> The Americans Abroad Orientations (AAOs)
> Program is designed to prepare employees and
> adult dependents for duty overseas and each
> AAO is a tailored briefing for persons who are
> going to a specific foreign locale for the first
> time.
>
> ...Operating Officials and Heads of Independent
> Offices are responsible for ensuring that each
> employee who is scheduled for an overseas as-
> signment to an area where he has not previously
> served has the benefit of the appropriate AAO
> before his departure.
>
> Each employee is responsible for ensuring that
> his adult dependents attend an AAO unless there
> are compelling reasons why they cannot do so.

NOTE: An adult dependent for an AAO has to be at
least sixteen years of age. If an employee has a
younger dependent who he thinks should attend, the
Registrar/TR may waive the age requirement.

**THE
SECURITY
REINDOCTRINATION
PROGRAM**

The Security Reindoctrination Program is expected to
run through June. Most of these presentations are
being given for offices outside of Langley Headquar-
ters. The Office of Security expects to resume its
presentations in early Fall. Agency employees will
be notified.

**PRETESTS
FOR
CLERICAL
REFRESHER
COURSES**

Purpose	:	To determine the shorthand or typing course for which an applicant is quali- fied.
Place	:	2103 Washington Building Annex, Arlington Towers
Time	:	0920 on the scheduled date
Registration	:	Employee is registered by AIB when application is received.

Dates of
Tests and
Courses   :   for the 6-31 July course
                    1 July--typewriting pretest
                    2 July--SHORTHAND pretest

                 for the 10 August-4 September course
                    5 August--typewriting pretest
                    6 August--SHORTHAND pretest

                 for the 14 September-9 October course
                    9 September--typewriting pretest
                    10 September--SHORTHAND pretest

                 for the 19 October-13 November course
                    14 October--typewriting pretest
                    15 October--SHORTHAND pretest

                 for the 23 Nov - 18 Dec course
                    18 November--typewriting pretest
                    19 November--SHORTHAND pretest

AGENCY QUALIFICATIONS TESTS FOR CLERICALS

Purpose   :   To qualify employees for positions as Agency typists or stenographers.

Place   :   2103 Washington Building Annex, Arlington Towers

Time   :   Given to the Training Officer when he registers an employee for the test.

Registration :   The Training Officer calls the Clerical Training Officer directly, extension 2100.

Dates   :

Typewriting	SHORTHAND
29 June	30 June
20 July	21 July
3 August	4 August
24 August	25 August
7 September	8 September
28 September	29 September
12 October	13 October

Results   :   Sent by Clerical Training to the Personnel Officer or the TO as designated by the component.

COLLEGE
TUITION

Several local universities have announced higher tuition for on-campus courses in the semester beginning next fall. Catholic University: $600 per semester. The George Washington University: $625 per semester. University of Maryland: $346 per year for Maryland residents; $746 per year for nonresidents. At GWU the fees for part-time students have been raised from $36 to $40 a semester hour.

OFF-CAMPUS
TUITION

Tuition in the GWU off-campus courses at Headquarters for the fall semester will be increased to $27 per semester hour, still two-thirds of the on-campus costs.

Predictions that computers are going to assume decision-making roles indicate that management's definition of what constitutes decision making needs revision, declares Andrew M. de Voursney, senior vice-president, United Air Lines. Such statement, he says, show that business has much to learn about management information systems and their application. Computers are tools that are valuable to information system operation, "but tools don't make decisions; they help men to make better decisions." Computers are fast, accurate, stupid, and inflexible, whereas man is slow, sloppy, brilliant, and flexible, de Voursney states. "The value of electronic data processing equipment lies in its use to extend man's mental skills in the same way that other machines augment his physical abilities."

NON-AGENCY TRAINING

This section of the OTR BULLETIN lists and describes courses or programs which may help the professional development of Agency employees. The fact that they are included here does not mean that the Agency will pay for attendance at any of them.

Applications for external training to be paid for by the Agency are sent through Training Officers to the Chief of the External Training Branch, RS/TR, 835 Broyhill, extension 3137. (If an applicant has a problem of cover the application is sent first to the Central Cover Staff.) An employee who wants to take outside courses at his own expense is required to make arrangements in accordance with the provisions of ▮▮▮▮▮▮▮▮▮▮

25X1A

When the requested external training involves travel, Training Officers are reminded that reservations must be made well in advance. OTR only authorizes less-than-first-class travel for external training.

25X1A

Additional information on the courses listed here and on others may be obtained from the Admissions and Information Branch of the Registrar Staff. Call ▮▮▮▮▮▮▮▮ on extension 3101.

FRENCH-
SPEAKING
AFRICA

Georgetown University will present a graduate institute on French-speaking Africa 20 July through 21 August. Courses offered are: Government and Politics of West and Equatorial Africa; Problems of Social Changes; Africa's Art and Literature; Politics of North Africa; History of Africa; Economic Growth and Development (French language

proficiency is required for the first three courses named).
All carry three credits. In addition, guest lecturers at
the Institute will speak on problems of political economy,
the sociology of development, the UAM and Pan-Africanism,
and the role of France in French-speaking Africa. OTR's
close of registration: 26 June.

An International Congress on French-Speaking Africa,
sponsored by the Ford Foundation, The African-American
Institute, the State Department, and Georgetown, will be
held from 17 to 21 August. Panels and discussion groups
will consider the history, politics, economy, cultures,
and other aspects of the area. OTR's close of registra-
tion: 20 July.

DISTINGUISHED
LECTURE
SERIES

The Education Committee, Science Bureau of the Metro-
politan Washington Board of Trade, sponsored a "Distin-
guished Lecture Series" in 1963-64. Seven lectures were
presented, one each at Maryland, George Washington,
American, Georgetown, Howard, and Catholic Universities,
and at the Johns Hopkins School of Advanced International
Studies. Internationally recognized scientists discussed
pioneering work in selected fields in which there is local
academic and industrial interest and activity. Lectures
are open to the public. The Science Bureau plans to spon-
sor a similar series during 1964-65; dates will be announc-
ed in a future issue of the OTR BULLETIN.

INTERAGENCY
PROGRAMS

The following is a partial listing of interagency courses
which have been added since the last Interagency Training
Programs bulletin was issued. Dates of courses are in-
cluded where known. The Interagency Training Programs
bulletin for FY 1965 will be published about 1 July and will
be sent to Agency Training Officers. Please note that
nominations for these courses should be sent to External
Training Branch at least five weeks in advance of the dates
listed below.

Department of the Army
New Organization Concepts for Top Management
Financial Management for Managers
Managing the Value Engineering Program
Economic Analysis for Decision Making

Real Time Systems
Data Systems Analysis and Design
Advanced Experimental Design
Advanced Statistical Quality Control
Evaluation of Producer's Quality Programs
Designing Quality Programs
Sampling Procedures for Reliability Testing

Department of Defense

(PERT) Orientation Procurement
To acquaint procurement personnel with the con-
cepts and uses of PERT and related techniques.

29 July 1964	30 September 1964
5 August 1964	28 October 1964
2 September 1964	25 November 1964

Department of Defense, Defense Intelligence School

Strategic Intelligence Course
Includes information on strategic intelligence pro-
cess, the intelligence community, communism,
counterintelligence, and an appraisal of current
developments on the international scene. GS-9
and above.

5 November - 4 December 1964
15 March - 9 April 1965

Department of Health, Education and Welfare

Introduction to Automatic Data Processing Systems
14-18 September 1964
1-5 February 1965
(Rockville, Maryland)

General Services Administration

Files Improvement
For any employee whose duties require him to set
up or maintain files, including secretaries and
those who supervise filing operations.

21-22 July 1964	26-27 January 1965
11-12 August 1964	23-24 February 1965
29-30 September 1964	23-24 March 1965
27-28 October 1964	27-28 April 1965
1-2 December 1964	25-26 May 1965

Government Contract Administration
Administrative Operations
Form and Guide Letters Workshop

Civil Service Commission
Finance in Agency Management
Designed to enhance participants' knowledge about
and appreciation for various specialties within the
broad field of financial management.
19-23 October 1964
15-19 February 1965

Management of Scientific and Engineering Organi-
zations
Designed to increase awareness of the nature and
scope of management responsibility and to suggest
ways the technically trained executive may more
effectively perform in his increasingly important
role as manager and administrator.
26 October - 3 November 1964
5-9 April 1965

Management of Government Finances
Designed to provide participants with a broad
view of financial management in the federal ser-
vice, stressing its role as part of general man-
agement, including problems and processes re-
lating to program implementation and develop-
ment that are essential to the financial manager.
30 November - 4 December 1964
12-16 April 1965

Management-Employee Group Relations
Designed to aid the federal manager and his staff
assistants in the attainment of increased knowledge
about the growing field of management-employee
group relations which in turn will serve to strength-
en managerial skills in this vital area.
5-7 October 1964
18-20 January 1965

Workshop on Negotiating and Implementing Agree-
ments
Designed to give participants knowledge about the
principles and procedures involved in planning for
negotiation conferences, conducting negotiation
conferences, and implementing agreements with-
in the framework of the program for employee-
management cooperation in the Federal service.
9-11 September 1964
9-11 December 1964

Ideas and Authors - Federal Law and Public Policy
A total of 3 sessions: 16 July, 30 July,
13 August 1964.

Ideas and Authors - Management and Organization
A total of 4 sessions: 10 February, 10 March,
14 April, 12 May.

Ideas and Authors - Science and Government
A total of 4 sessions: 4 November, 2 December,
6 January, 3 February.

Techniques and Methods of Operations Research
23-25 November 1964

Seminar for Administrators of ADP Operations
24-26 February 1965

Introduction to Science and Engineering in Government
22-24 September 1964
12-14 January 1965
12-14 April 1965

MANAGEMENT OF RESEARCH AND ENGINEERING

The American Management Association will offer a five-day course in Fundamentals of Research and Engineering Management at AMA headquarters in New York City from 22-26 June and from 31 August - 4 September. Topics covered include: evaluating organizational effectiveness, developing productive operations, auditing professional performance, managing technical programs, and planning advanced programs. (Note: Hotel reservations are becoming increasingly difficult to obtain in New York City; applications for programs in New York should be submitted as early as possible.)

PERT COURSES

The following courses are scheduled by the PERT Orientation and Training Center, now in the Vanguard Building, 20th and L Sts N. W., Washington, D. C. Since it is often difficult to obtain spaces in certain of the PERT courses, early submission of applications is recommended--at least one week in advance (even this is frequently too late and applicants are placed on standby).

ORIENTATION--EXECUTIVES (3 hours)

23, 30 July	8, 29 October
6, 13 August	5 November
3, 10 September	3 December

ORIENTATION--MIDDLE MANAGEMENT (1 day)

21, 28 July	6, 27 October
4, 11 August	3, 24 November
1, 8, 29 September	1, 22 December

ORIENTATION--INDUSTRY (1 day)

22 July	7 October
12 August	4 November
9 September	2 December

ORIENTATION--PROCUREMENT (1 day)

29 July	28 October
5 August	25 November
2, 30 September	23 December

TRAINING WORKSHOP--MANAGEMENT (5 days)

6-10, 13-17 July	12-16, 19-23 October
17-21, 24-28 August	9-13, 16-20 November
14-18, 21-25 September	7-11, 14-18 December

ORIENTATION

Three-Hour Government (Executives)	0900-1200
One-Day Government (Middle-Management)	0900-1700
One-Day Industry	0900-1600
One-Day Government (Procurement)	0900-1700

TRAINING

Five-Day Workshop (Management)	0900-1700 (Mon. through Fri.)

READING IMPROVEMENT COURSES

Catholic University
    Register: 24-27 June -- 9:00-4:30
    Hours of class: Mon. through Fri. 9 or 10 A. M.
        Monday and Wednesday -- 7:10 P. M.
    Dates of class: 29 June - 7 August
    Location: Room 315, McMann Hall, Main Campus
    Cost: $75

Georgetown University
    Register: 10 June, 6:45-7:45 (only 20 students will be accepted)
    Hours of class: Monday, Wednesday and Thursday, 6:45-7:45

Date of class: 17 June - 21 August

Location: Psychological Services Bureau of George-
town University, 35th and N Streets, N. W.

Cost: $50 tuition plus $15 registration fee required of
all summer students

George Washington University

Register: 10 June, 7:00 p. m.

Hours of class: Monday, Tuesday, and Thursday at
6, 7, or 8 p. m.
or
Monday, Wednesday, and Thursday
at 6, 7, or 8 p. m. When students
register they will be given a reading
test and will be placed in a section
according to their reading ability.

There will be one hour of class and
one hour of lab each class meeting.

Date of class: 22 June through first week of August.

Location: Reading Center, George Washington Univer-
sity campus.

Cost: $75

University of Maryland

The Counseling Center offers a Laboratory Self-Help
Program in Reading and Study Skills. Enrollment must
be preceded by a diagnostic test battery which may be
taken from 0900 to 1200 any weekday before 27 June; a
test is also given at the end of the program.

Register: any time before 27 June

Hours of class: None; you work in the lab and at home.

Dates: 6 July - 14 August

Location: Shoemaker Hall, University of Maryland.

Cost: $50

OPTICAL
SYMPOSIUM

A Symposium on Optical and Electro-Optical Information
Processing Technology will be held on 9 and 10 November
1964 at the Somerset Hotel, Boston, Massachusetts. It is
sponsored by the Information Systems Branch of the Office

of Naval Research, Greater Boston Chapter of the Associa-
tion for Computing Machinery, Professional Technical
Group on Electronic Computers and Boston Section of the
Institute of Electrical and Electronics Engineers, and the
New England Section of the Optical Society of America.
The objectives of the Symposium are to promote information
exchange between research workers in the field, to focus
further attention on the new optical and electro-optical
techniques being developed for use in information systems,
and to inform those not in this field of research of its fu-
ture potential. It is anticipated that formal Symposium
Proceedings will be published by MIT Press early in 1965.
Attendance to the Symposium itself will be open to all in-
terested technical personnel.

SOURCE DATA AUTOMATION ORIENTATION	The General Services Administration Institute will conduct a two-day seminar on Source Data Automation on 23 and 24 July and 10 and 11 September. This course is designed for senior Federal officials on the potential economies in paper-work from use of new, mechanized techniques.

SCHEDULES OF WASHINGTON AREA UNIVERSITIES

The following summer session schedules of local universi-
ties are included here in the hope that they may be useful
to some readers. (Note that requests from individuals seek-
ing Agency sponsorship must be sent to External Training
Branch at least two weeks before the registration date.)

AMERICAN UNIVERSITY	Friday, 19 June	--	Registration for all summer class-es except at the Washington College of Law
	Monday, 22 June	--	First five-week session, eight-week, and ten-week classes begin
	Friday, 24 July	--	Final registration for second five-week session classes; first five-week session classes end
	Monday, 27 July	--	Second five-week session classes begin
	Friday, 28 August	--	End of all summer sessions

CATHOLIC UNIVERSITY	Wednesday, 24 June - Saturday, 27 June -- Registration
	Monday, 29 June -- Classes begin
	Thursday and Friday, 6 and 7 August -- Final examinations
GEORGETOWN UNIVERSITY	Monday, 27 July -- Registration for Second Session
	Tuesday, 28 July -- Classes begin for Second Session
	Monday, 31 August -- Last day of Second Session classes
	Wednesday-Thursday, 2-3 September -- Final Examinations for Second Session

GEORGE WASHINGTON UNIVERSITY

Columbian College of Arts and Sciences
The School of Government, Business, and International Affairs
Division of University Students

	Thursday, 23 July -- Registration for second 5-week session (10 AM - 7 PM)
	Friday, 24 July -- Second-session classes begin
	Thursday, 27 August-- Second-session classes end
	Friday, 28 August -- Second-session examination day

HOWARD UNIVERSITY

Register 15 June

Classes: 16 June through 25 July

MONTGOMERY JUNIOR COLLEGE

Register 17 and 18 June

Classes: 22 June through 13 August

JOHNS HOPKINS UNIVERSITY

School of Advanced International Studies, Washington, D. C.

Classes: 15 June - 24 July.

UNIVERSITY OF MARYLAND

Monday, 22 June   --   Summer Session Registration
Tuesday, 23 June   --   Summer Session Begins
Friday, 14 August   --   Summer Session Ends

HOW TO SELL YOUR IDEA

"I still think it was a good idea. But I guess I'll have to forget it. "
That's the epitaph used by many a foreman, superintendent, or
junior executive in the final, black hour of rejection.

Inability to convince top management that your idea is worth trying
is too often a matter of neglecting the simple points of preparation
and presentation. The difference between acceptability and unac-
ceptability is not always merit alone, but merit plus the ability of
the originator selling the idea to convince the men who make the
decisions.

Before presenting your next idea, try using these questions as a
guide. They will help your chances of acceptance--and at least
give the idea a chance to prove its worth.

> What phases of the idea will interest top management the
> most? They may not be the points that are of the great-
> est interest or value to you. Make sure your idea is care-
> fully aimed toward the primary interests of your manage-
> ment group. If you don't know these primary interests,
> a little research can usually weed them out. And the
> time you spend to program your presentation toward those
> special factors will prove to be well spent.

How much uncertainty exists in the proposal? Un-
certainty exists in virtually everything that is new
or different, and one of top management's top jobs
is to reduce this element to the minimum and safe-
guard the organization's position. Best bet: Spell
out the element of uncertainty in plain, hard facts.
Don't skip over it and leave the assessment to your
listeners' imagination. They may see uncertainties
where uncertainties don't exist.

Will the idea seriously affect any other ideas, plans, or
programs management has already approved? If it does,
your chances for success are already diminished. If you
ascertain beforehand the nature of that effect (or the lack
of it), you can reduce the hazard by again spelling out the
effect.

Have costs been researched accurately and thor-
oughly? Cost is always a prime consideration of
management. If you ignore it, you may give man-
agement enough reason for indefinitely postponing
or rejecting the idea. Don't just guess at these
costs. Management is skilled at spotting short-
cuts in cost estimates, and will apply the same
yardstick of uncertainty to every aspect.

If the proposal does affect other departments, do you have
their approval? You can give your idea added weight if
you can get that approval in advance and give it to manage-
ment with your proposal. If it's missing, management
may set aside the idea while waiting for affected depart-
ments to assay the project. Lack of prior approval may
also subject your idea to unexpected opposition through
misunderstanding.

Do you know enough about top management to
avoid treading on anyone's pet ideas? One such
opponent can work so hard against your idea that
he alone can set it back. If such a situation exists,
it is far better to try to win over that one individual
privately before making a big attempt in front of
the entire group. Only rarely will the group as a
whole buck decided opposition from one of its mem-
bers.

If your idea is put into effect, will it operate without supervision or must management give it constant attention? It goes without saying that if you make certain you have provisions to avoid the latter course, your idea has a much better chance for acceptance--or at least a trial from top management.

> Have you made it easy for management to follow what you propose? Preparation of an individual summary for each specific member of the group takes little extra time and makes it much easier for the top executive to follow the big presentation being made before his whole group.

Are your data complete? You must be able to answer any searching probe by an individual member of the group. Lack of such preparation can throw a good presentation into shambles. And uncertainty or lack of information always casts the element of suspicion on the entire project.

> Have other firms had similar ideas put into use? Where favorable past experience of other firms is available, by all means have documented proof at hand. Mere statement that this is the case carries little weight with top management. Again, don't give the group reason to set aside the idea while it investigates other companies' experience with similar proposals.

How do you present yourself? No individual should forget that he, as one man, is just as important in the minds of top management as the facts he is presenting. What the man himself does during the presentation, how he offers his facts and ideas, and what kind of personality he displays can have a major bearing on management's assessment of his proposal.

> Can you dramatize your idea? It's one way you can avoid boring anyone who gets tired of endless facts and figures.

Do you have an allotted time period to present your idea? If so, don't exceed it, but be sure to use it all. If not,

find out how much time the group usually considers adequate for such a presentation, and stick to it.

> Can you pick the meeting you want to present your idea? If so, you may be able to pick the specific meeting that's just right for your presentation. It's not always easy to do, but if a given meeting is set aside for weighing and passing judgment on something of an entirely different nature, less undisturbed consideration will be given your proposal.

Are your data accurate? It pays to be sure of your facts --a single error opens all your data to suspicion.

> Does your idea require any type of clearance? If it does need clearance, secure it in advance. It aids possible acceptance and helps speedy launching of your project.

Does your idea affect any additional company problems besides the one you're aiming at? If it touches on a solution of an existing major company problem in any way, by all means give this aspect highest priority in the presentation. This can well be the decisive factor.

> Has a similar idea ever been presented to the group--and been rejected? It's always wise to check this point. If you can, be sure to eliminate the element that caused such a rejection in the first place.

Will you be hurt if your idea is not accepted? Long experience shows it's wise policy to make certain that if your idea is rejected nothing can "kick back" on you or your department. This sometimes happens when a bad presentation of even good ideas casts doubts on the capabilities of the person presenting them.

(By Ernest W. Fair, condensed from Textile World, October 1963.)

UNITED STATES

NAVAL WAR COLLEGE

For the past thirteen years the CIA has been sending one student each year to the course on Naval Warfare at the United States Naval War College in Newport, Rhode Island. The Agency nominee has been accepted for the 1964-65 academic year beginning in August 1964. You don't have to be an "old salt" to be selected for this course. Those who have never served in the Navy attend a one week pre-orientation program. During this week they visit the Submarine School at New London, tour a nuclear ballistic missile submarine, and take trips at sea aboard a conventional ("guppy") submarine, a modern destroyer, and an aircraft carrier.

The United States Naval War College is the senior educational institution of the Navy and proudly boasts that it is the oldest institution of its type in the world. It was founded in Newport in 1884. The Course in Naval Warfare is the highest level educational course in the Navy. The student body of this resident course includes Navy grades from lieutenant commander through captain, officers of comparable seniority from the other armed services, senior foreign naval officers from various Free World navies, and representatives from certain civilian agencies of the government. Civilian students and students from the other Armed Services in postwar years have comprised a substantial portion of the student body. Directing officers at the Naval War College say that the presence of these students enables the College to stress the interrelationship between naval operations and the operations of the armed service and government agencies, and the Navy's part in joint operations. In addition, these same officers believe that the presence of senior foreign naval officers permits an international exchange of ideas.

The Course in Naval Warfare is one academic year in length. Its purpose is to further an understanding of the fundamentals of warfare, international relations, and inter-service operations. Emphasis is on the integrated employment of all the elements of naval power including weapon systems and logistics in the accomplishment of the Navy's missions and upon the best employment of sea and naval power in the furtherance of national objectives. The roles of the other military services are studied, as well as the principles and methods of participation in joint and combined operations.

The First Term includes fundamentals of logical analysis, fundamentals of warfare, international law, international relations; basic strategic areas of interest; and formulation of national interests, objectives, and policies. The First Term is concluded by a 5-day Cold War Study.

The Second Term includes a study of those agencies responsible for the formulation and execution of national security policies, considerations of command and decision, major weapon systems indoctrination, command logistics, service capabilities, war gaming, and operational and strategic planning from force to national level based on a background of cold, limited, and general war.

In developing and organizing their thoughts, students are encouraged to exchange ideas and conclusions with each other and with members of the staff. In order to exchange ideas and clarify understanding, as well as to share the special competences of staff and students, many studies are made the subject of group discussions. Moderators may be either members of the staff or students. Some group discussions take the form of seminars in which a student, member of the staff, or invited visitor presents a prepared paper as an introduction to the subject discussed, and then adds his particular knowledge of the discussion.

Lectures at the College are given by members of the staff in addition to lectures by guest speakers. This gives the student access to the leaders in academic, governmental, and civilian institutions who are authorities in their particular field. A feature of lectures is the question period which follows in which the speakers give their frank comments on specific questions asked by staff and students.

A CIA student at the Course on Naval Warfare should:

> be prepared to be openly identified as a CIA employee to foreign as well as U.S. students at the College;
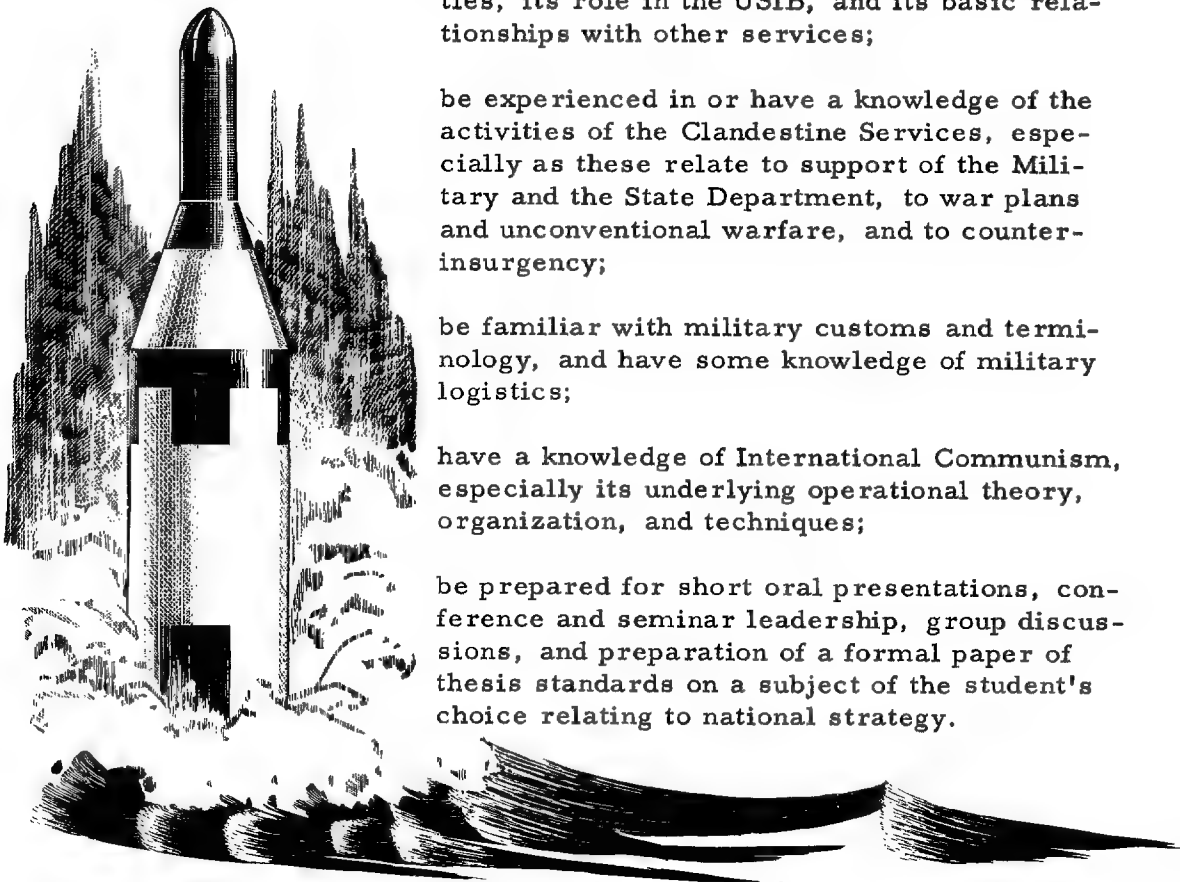>
> have full knowledge, in a general way, of the broad scope of CIA activities and responsibilities, its role in the USIB, and its basic relationships with other services;
>
> be experienced in or have a knowledge of the activities of the Clandestine Services, especially as these relate to support of the Military and the State Department, to war plans and unconventional warfare, and to counter-insurgency;
>
> be familiar with military customs and terminology, and have some knowledge of military logistics;
>
> have a knowledge of International Communism, especially its underlying operational theory, organization, and techniques;
>
> be prepared for short oral presentations, conference and seminar leadership, group discussions, and preparation of a formal paper of thesis standards on a subject of the student's choice relating to national strategy.

The number of students attending the 1964-65 course will be 160.
Prerequisites for nominees for the Course in Naval Warfare within CIA are that the person must be a GS-14 or above; 35-45 years of age; and have top secret and "Q" clearances. Nominations for attendance are made at Deputy Director level to the Training Selection Board. Candidates who are in the area will appear before the Board for personal interview during the selection process. Candidates and alternates chosen by the Board are recommended to the Deputy Director of Central Intelligence for final selection; these selections are made one year in advance.

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Northern Virginia's only coeducational college will open to full-time students this September. George Mason College, whose initial four-building complex in Fairfax City is nearing completion, will accommodate about 500 students. The campus has been under development since 1960 on 150 acres of land donated by the City of Fairfax. Established as a branch of the University of Virginia, the College will offer the first two years of the University's regular arts and sciences curriculum.

The College is intended for students seeking "good higher education at low cost, " according to State Senator Charles R. Fenwick, the new rector of the University of Virginia. The school's program is described by Director Robert H. Reid as "one of the better bargains in American higher education. " Tuition is $11 a semester hour, with the average student taking about 30 hours a year. In admissions, students who plan to stay for the full two-year program will receive preference over those who plan to remain for a shorter time.

U.S. AIR FORCE ACADEMY
LANGUAGE PROGRAM

At the United States Air Force Academy, Colorado, instructors in the Foreign Language Department are all active-duty commissioned officers with education, experience, and demonstrated second language ability who have volunteered to teach at the Academy. If an instructor does not possess at least the M.A. degree, the Language Department sponsors him in a civilian university Master's program.

The new instructor normally arrives at the Academy during the months of July or August to begin a five- or six-year tour of instructional duty. He undergoes an intensive in-service training course of approximately fifty hours in the Department of Foreign Languages. This training consists of actually teaching his foreign language to experienced instructors teaching similar lessons.

The general lesson plan for each instructional hour consists of a brief warm-up period, stimulus and response habit drills and dialogues for the bulk of the hour, and a brief oral introduction to the next day's lesson. The foreign language becomes the main medium of classroom communication.

Prior to each week's lessons, the instructors meet in a lesson planning conference conducted by the course chairman or director. The objective is to have an open discussion on better ways to present the subject matter to cadets, to design meaningful testing devices, to apply and experiment with new teaching methods, and to further the team feeling of all the instructors.

The first three or four weeks of the language program consist of an introduction to the sounds of the new language via a series of cartoon and pictorial stimuli designed to evoke questions and responses from the student. The materials for this introductory phase, which were developed by the language staff in close cooperation with the Academy's Audio-Visual Services, contain insofar as possible a vocabulary

made up of simple action verbs, nouns, and adjectives describing the environment in which the student lives. Once the student feels comfortable and uninhibited in using foreign sounds by answering and asking simple questions in a foreign language, and communicating with fellow students and instructors, much of the natural fear and negative reaction to the substantive task of mastering structural analysis is alleviated.

In the next thirty weeks of the language program, intensive oral habit drills and inductive grammar become the primary items of concern. Much of the materials for this portion of the program are created by the Academy instructors. Although many of the materials remain valid from year to year, nevertheless the personalities and problems of individual language sections do change, and therefore, though the "tune" is the same, the nuances and interpretations of rendering the "tune" do and must change.

The final two or three weeks of language instruction are known as the Application Phase. Now the student is challenged to test just how proficient he is in using his new skill on a wide range of subjects. He is given an opportunity to apply, in natural situations, what he has learned.

The Language Laboratory is an integral, compulsory part of the language program. One in every five meetings, the student attends a laboratory practice and testing session. The language instructors compose most of the materials, which include the vocabulary and structure of the previous four days' classroom work. The content of these materials serves as a reinforcing and testing device, giving in a mechanical and objective fashion an indication of how well the students have learned the lessons. Of course, the inevitable objective quiz constitutes an important instrument for gathering such intelligence.

Those cadets who satisfactorily complete the basic language course and are interested in continuing their language study are given the opportunity to enroll in the Language Enrichment Program, seminar courses conducted almost exclusively in the foreign language. These courses are designed to increase the student's oral proficiency and comprehension, and at the same time to enhance his knowledge and appreciation of the language and culture of foreign countries. The

Language Department orients the enrichment course vocabularies toward the social sciences by introducing the cadet to the history, geography, and governments of the foreign countries, as well as to selected literary experts. An absolute minimum of purely military terminology is included in the Enrichment Program.

One of the significant features of enrichment courses is the fact that the instructors who teach them not only have the necessary academic background but also have the added practical experience of having lived and worked in the country whose language they are teaching. At the present time, officers from Bolivia, France, the Republic of China, and West Germany cooperate with their American colleagues in teaching the enrichment courses.

Two committees are presently at work in the areas of (1) the adaptation of educational television as an effective adjunct to language instruction and (2) the creation of instructional materials more suitable to the particular needs of cadets at the Air Force Academy. To coordinate linguistic research the Department of Foreign Languages has established a full-time position: Director of Foreign Language Research and Programming. Permanent changes in the language programs will only be made after careful and reasoned experimentation plus measured testing periods during the course of an academic year.

COLLEGE ENROLLMENT

California is outpacing all other 49 states in enrollment of college students, boasting 629,000 registered pupils. New York is runner-up with 415,000, followed by Illinois with 242,000, Texas with 233,000, and Pennsylvania with 230,000.

The Jobs To Delegate

Are the Ones

You Do Best

"The one way to get a job done right is to do it yourself." How many times this is said by presidents and foremen, financial vice-presidents and staff supervisors. It says everything. If you listen, here are some of the rationalizations you can detect:

"I can't trust this to anyone else."

"No one else around here has my background and experience."

"I can do it faster than I can explain it to someone else."

Behind these rationalizations is a simple but serious management weakness--the inability or the unwillingness to delegate. It's one of the key reasons for executive failure and the outstanding reason for executive inefficiency.

There are two extremes in delegation--or in the lack of it. First, there's the frantic delegation of responsibilities that occurs a few days after a promotion. Suddenly, the executive realizes that one of the fringe benefits of his new job is the right to do only the things he wants and to give his subordinates the rest. This is known as "riding the hobby-horse." After this period of eager delegation, the process usually slows down.

At the other end is the conscientious rejector. He is the executive who is so conscious of his responsibilities that he rejects delegation as a legitimate part of his duties.

Either of these extremes--the hobby-horse rider or the conscientious rejector--reduces the effectiveness of an organization,

shortens the life of good administrators, and weakens the admin-
istration of a company.

The question naturally arises, why the reluctance to delegate? A
good manager's strong sense of responsibility often causes the
trouble. How can I, he asks, give the job to someone else and
still be responsible for it to my superior? What do I say to him
if my subordinates do not deliver?

Careful analysis indicates that defects in delegation are quite often,
if not most often, defects in control. We lack the power to dele-
gate because we do not know how to control the performance of the
subordinate, or to control timetables for completion, or to get
feedback that will free us from participating personally in the op-
eration. Once we realize that fear of losing control is at the root
of failure to delegate, we are in a position to correct either our
own managerial behavior or that of our subordinates.

The basic rule for correction is simple: Delegate that which you
know and love, and assume unto yourself that which you dislike
but are capable of doing. Actually, this appears to be just the op-
posite of the way that the normal manager usually behaves--and
indeed it is. The tendency to delegate the jobs we dislike is the
source of many management troubles.

When we delegate that which we know and love, we are in an area
where control comes more easily. Our power to control comes
closer to being an instinct than a mechanical feedback. The pro-
duction man can sense when the timing of a machine is off its reg-
ular rhythm; or he turns like a divining rod to the stream of petty
troubles in the workforce even before the first grievance is filed.
The president whose vocational background is selling has a sense
of success or failure in sales long before the report arrives. How
does he know?   Call it sixth sense that seems to surround that
which he loves. The executive deduces what is happening, no mat-
ter what charts, graphs, or reports say is happening. He will
keep control of the situation with amazing accuracy by asking the
right questions, sensing what the figures really say, or detecting
a trend that the graph does not show. In contrast, when he tries
to control that which he does not know or does not like, he is con-
fined to the cold figures, the static chart, or the verbalization of
actual facts in the lengthy report.

This phenomenon, plus several interesting side effects, may be
seen in an illustration involving John Brown, district sales man-
ager, who has just been promoted to vice-president for sales. He

is also told, over his objections, that he must introduce a new budgetary program for sales.

Brown dislikes budgets. He maintains that any salesman will always keep expenses in line with sales by using good sense. But he is faced with the presidential order. So he hires Sam Smith, chief accountant with a small sales organization. "Sam, you take care of this blasted budget and see if you can figure out how to make it work. I just don't understand accounting. You run the office and I'm going to hit the road and drum up sales."

In a few weeks, vice-president Brown returns, enthusiastic about sales potential and the salesmen's morale.

"By the way, Smith, how's the budget?" he asks.

"Pretty bad," says Smith. "I can't seem to get the boys to cooperate, and right now I don't know where we are."

"What's the trouble, Smith, don't you like your job?" says Brown. "How can I run sales if you don't give me the controls I need?"

At this point, Smith has landed on a desert island. By his own devices, he must come up with a budget system that will work and that will be acceptable to a superior who isn't really sure what he wants and who can only offer criticism. Finally, Smith quits. So Brown hires Joe Doe, a man with a wealth of experience in budgetary administration.

Again Brown takes off for the field. Returning from the swing he immediately calls in Doe for a report on the budget.

"Everything's under control, no problems," says Doe.

"Fine," says Brown. But after Doe leaves the office Brown begins to ruminate. "I wonder if he's pulling the wool over my eyes," he muses.

What Brown is really asking is, "How can I tell if my subordinate is doing a good job when his field is one I do not know or do not like? Should I place myself at the mercy of a man who can completely fool me?"

Now let's change the picture to show what should have happened. When Brown is made vice-president for sales and is told that he

will have a budget, he hires chief accountant Smith--but not to run
the budget. Brown makes him general sales manager with respon-
sibility for the western United States.

"But I don't know much about sales," says Smith.

"I picked you because you have what it takes," retorts Brown.
I'll make a sales manager out of you."

And Brown is probably right. Delegation of that which you love
gives missionary fervor to development. It's true that you will be
a tough critic, and the idea carries the possibility of over-atten-
tion to detail--but it produces good subordinates.

So now vice-president Brown spends much less time away from
the office, because he covers only the East. He applies his free
time to learning about budgets--not the technical details, but how
to use them. The more he disciplines himself to learn, the more
he is attracted to them. He also learns how to use staff services
to administer budgets, and he calls for what he needs instead of
just taking what he gets.

Meanwhile, Smith returns from the West to report to Brown. Can
he fool Brown? No, sir. Remember, Smith has been playing
Brown's old backyard. Brown knows what to ask. He examines
important figures, questions him about key people, and asks about
customers that he knows personally. Control is tighter than it
ever was.

As a result, in a year or two, Brown will grow in stature to the
point where he can control two areas--sales and budgets. Manag-
ers who overspecialize or shed distasteful tasks seriously hamper
their ability to get ahead in the company because they fail to ac-
quire the new knowledge that makes it possible for them to dele-
gate and go on to new responsibilities.

No one should confuse this kind of knowledge with deep knowledge
of a field. But it isn't necessary to know everything about a field
to control it. It is necessary only to know enough to identify what
you want and don't want, to recognize the difference between a
good job and a poor one, and to identify the blind spots of a sub-
ordinate and help him overcome them. Detail work can be dele-
gated.

The manager who rides his hobby-horse kills his own growth--
and his company's. Learning requires discipline. Avoiding ex-
perience in new areas inhibits the ability to delegate at a later
date. It is the costly way to run a business.

(By James L. Hayes, condensed from The Presidents' Forum,
Fall 1963.)

Second Career for Successful Executives

A former president of a shoe company is now ad-
ministrative vice-president of a junior college;
an interior decorator is training to become a col-
lege counselor; a management consultant is now
deep in Arabic studies so that he can become
vice-president of a college in the Near East. Un-
likely career switches? Not under the New Ca-
reers Program sponsored by the Ford Founda-
tion and administered by Columbia University's
School of General Studies. The idea behind the
program, reports DUN'S REVIEW, is to enable
successful businessmen and women to quit their
jobs and enter public service--social work,
teaching, government administration, counseling,
and the like. Applicants--most are between 35
and 50--must have a college degree and demon-
strable success in business or industry. They
go through a rigorous screening of interviews,
essay-writing, and testing; if they are accepted,
the reward is free tuition and fees for a year's
study in graduate or professional school to ob-
tain a Master's degree. Then out into a new
world.

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Russian: (cont.)
    Basic (pt-120 hrs) - R - 20 wks . . . . 5 Oct 64 - 26 Feb 65
    Inter. (pt-120 hrs) - R - 20 wks . . . . 5 Oct 64 - 26 Feb 65
    Inter. (Sci & Tech.) (pt-100 hrs) - R - 20 wks. . . . . 28 Sep 64 - 19 Feb 65
    Inter. (Eco. & Pol.) (pt-100 hrs) - R - 20 wks . . . . 28 Sep 64 - 19 Feb 65
    Inter. Refresher (pt-60 hrs) - RSW - 20 wks. . . . . . 5 Oct 64 - 26 Feb 65

French, Spanish, Italian, Portuguese: (Classes begin the first Monday of each
                                               month)
    Basic (ft-800 hrs) - RSW - 20 wks
    Inter. (ft-400 hrs) - RSW - 20 wks
    Basic (pt-100 hrs) - RSW - 3 phases - 10 wks each
    Inter (pt-60 hrs) - RSW - 3 phases - 10 wks each

VLTP
    Fall-Winter Semester. . . . . 21 Sep 64 - 19 Feb 65
    Spring-Summer Semester . . . . 22 Mar 65 - 6 Aug 65

Instruction can be arranged in the following languages:
    Albanian, Bulgarian, Czech, Greek, Indonesian, Hungarian, Japanese,
    Lingala, Polish, Romanian, Serbo-Croatian, Swahili, Turkish, and
    Vietnamese
Call extension 3271 to schedule instruction.

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